

Special Education Improvement Planning

**NDCEL-
North Dakota Council of
Educational Leaders
(October, 2015)**

New CIP Requirement

Each Public School

- CIP Goal specific to instruction and supports for SWD- before end of January, 2016
 - Goal- Responsibility of Special Education Unit
 - New Planning Model

Focus

- ▶ Students with:
 - ▶ Behavioral Needs
 - ▶ Social/Emotional Needs
 - ▶ Social Communication Needs
 - ▶ Mental Health Needs

Why These Students?

- ED- Largest Gaps in Graduation Rates
- ED- Largest Gaps in Drop Out Rates
- 25+% of SWD
 - Large effect on Achievement Proficiency of SWD
- Over 50% of Adjudicated Youth
- Interest by ND Educators and Public Agencies

Background Information

- ▶ Results Driven Accountability
 - General Supervision Requirements
 - Procedural Compliance
 - Program Improvement

Background Information

► State Systemic Improvement Plan

- Notification and Survey- 2013
- Stakeholders- 2013 - 2015
 - Focus
 - Evaluation Measure (SiMR)- Grad Rates
 - Strategies- Planning and Advocacy
 - Planning Model & Process

Authority

- ▶ **15.1-06-06-** Schools- Approval of Public Schools
 - ▶ School participates in & meets requirements of review process approved by the Supt.

Special Ed. Planning Model

- ▶ Aligns with AdvancED Model- Standards, Indicators, Performance Rubrics
- ▶ Focus- **Effective Instruction & Supports**
 - ▶ AdvancED Indicators:
 - ▶ 3.3- Student Engagement
 - ▶ 3.12- Learning Support Services
 - ▶ 4.6- Supports to Meet Unique Needs of Student Population

“Unit Quick List” 2015-16

1. Identify Process Facilitator
2. Form Leadership Team
3. Conduct Needs Assessment
4. Set Goals
5. Disseminate Summary & Goals
6. Prepare Prof. Development & Evaluation



Resources- Website Toolkit

- Improvement Planning Guide

- Process Checklist



- Surveys- Tchr. & Admin.

- File Review Checklist

- Written Summary Template

- Application for Planning Funds

- PowerPoint Presentations

Initial Year- Needs Assessment

▶ Elementary & Middle Schools

- ▶ **Survey**- Classroom teachers- Planning & Use of Multiple Means to Engage these Students

AND

- ▶ **File Review**- Self-Regulation Skills included in IEPs

▶ High Schools

- ▶ **File Review**-Functional Behavior Assessment drives Behavioral Planning

OR

- ▶ **Admin. Survey**- Inclusion of behavior, social/emotional measures in Early Warning Systems

Leadership Team Decisions

(Needs Assessment, Goals)

- 1) Who do they survey?
 - a. Schools? Teachers?
- 2) What student files do they review?
 - a. Schools? Students?
- 3) Goal(s) and Activities
 - a. Schools? Staff?

All schools must have a goal in CIP Plan, whether or not involved in activities!

Resources

➤ **Financial**

- Planning, Tech. Assist., Prof. Dev.

➤ **Technical Assistance**

- Fidelity

➤ **Professional Development**

- Self-Regulation Skills & Engagement
- FBA-BIP & Early Warning Systems

ADD'L INFO

Local Unit Directors

NDDPI, Special Education Website

www.nd.gov/dpi/Administrators/SpecialEd

NDDPI, Special Education Office

701-328-2277

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888-413-3669 ext. 5754- Meredith, Russ or Angie

www.advance-ed.org/schoolresources